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ABSTRACT

This brief annotated bibliography introduces publications from the Procedures for Adopting Educational Innovations/Concerns-Based Adoption Model program of the Research and Development Center for Teacher Education at the University of Texas at Austin. Each entry includes a bibliographic citation, a brief abstract, and availability information on the publication. (Author)

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publications from

# Procedures for Adopting Educational Innovations / CBAM

This brief annotated bibliography introduces publications from the Procedures for Adopting Educational Innovations / CBAM program of the Research and Development Center for Teacher Education at The University of Texas at Austin. Each entry includes a bibliographic citation, a brief abstract, and availability information on the publication.

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EA 008 704

Farrington, J.

REPRESENTATIVE INCIDENTS IN THE ADOPTION PROCESS

Austin, Texas: Research and Development Center for Teacher Education, University of Texas, 1974

This paper presents three case studies of innovation adoption, based on interviews with six adoption agents. From the experiences of these adoption agents are drawn key episodes and incidents, which illustrate important principles and problems of innovation adoption. The case studies offer examples of both success and failure--by both internal and external adoption agents. They also emphasize the fact that adoption is a long term process, requiring good communication between the adoption agent and the adopters, and frequent evaluation of progress.

This paper is available from the Communication Services Division of the Research and Development Center for Teacher Education, Education Annex 3.205, The University of Texas at Austin, 78712. It may be purchased for $3.29 to cover reproduction, handling, and postage, payable in advance or billed on your institutional purchase order.

Hall, G. E.

# THE CONCERNS-BASED ADOPTION MODEL: A DEVELOPMENTAL CONCEPTUALIZATION OF THE ADOPTION PROCESS WITHIN EDUCATIONAL INSTITUTIONS

Paper presented at the annual meeting of the American Educational Research Association, Chicago, April, 1974

This paper describes the Concerns-Based Adoption Model (CBAM), a representation of the process by which an educational institution adopts an innovation. CBAM views innovation adoption as a developmental process involving complex interaction between an adopting institution, of User System, and a Resource System, usually a formal organization, whose expert knowledge of the innovation is available to the User System. This interaction, called Collaborative Linkage, is ideally characterized by open communication, which allows the Resource System to assess the individual user's needs and concerns and to select personalized intervention strategies based on this assessment. It is hypothesized that there are different, identifiable stages of concern about, and levels of use of an innovation. The User System's advancement to higher levels of use and concern is a developmental process. The intervention strategies of the Resource System are aimed at answering the user's concerns, arousing higher concerns, and thereby advancing the level of use of the innovation.

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Hall, G. E.

PHASES IN THE ADOPTION OF EDUCATIONAL INNOVATIONS IN TEACHER TRAINING INSTITUTIONS

Austin, Texas: Research and Development Center for Teacher Education, University of Texas, 1974

This paper is based on the work of the Inter-Institutional Program of the Research and Development Center for Teacher Education at the University of Texas. It is drawn from studies which document the adoption of UT's Personalized Teacher Education Program by teacher training institutions throughout the nation, and its objective is the identification of cross-institutional patterns of innovation adoption. After defining the terminology of change, the author cites existing models of the adoption process as a foundation for studying innovation adoption in an educational setting. He outlines the need for additional models to apply specifically to the more complex adoption process which occurs in educational institutions. He then presents one such model which views adoption as a developmental, cyclical process with identifiable phases. "The Innovation Adoption Cycle" is composed of periods of relative calm ("Equilibrium"), followed by periods of activity, disruption and large-scale change ("disequilibrium"). During these periods of disequilibrium, the adoption process goes through six distinct phases: Injection, Examination, Preparation, Sampling, Spread, and Institutionalization. Ideally, a seventh phase, Renewal, would follow. The paper concludes with an analysis of alternative adoption strategies and a discussion of principles which emerge from the model presented--both of which are intended to facilitate the management of change.

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Hall, G. E.
Loucks, S. F.
Rutherford, W. L.
Newlove, B. W.

LEVELS OF USE OF THE INNOVATION: A FRAMEWORK FOR ANALYZING INNOVATION ADOPTION

Change, and more specifically, the adoption of innovations, has become an ever-present part of the education picture. Unfortunately, many innovations are not being used efficiently, nor are their effects on learners as great as they could be. Before these outcomes can be understood and ameliorated, how innovations are actually used must be described in detail. The subject of this article is a description of one dimension of the change process, labeled Levels of Use of the Innovation.

Levels of Use of the Innovation operationally defines behaviors that an innovation user demonstrates as he progresses from complete lack of knowledge about a particular innovation through first use and then through increasingly more sophisticated use. Eight distinct levels are described in the article. The Levels of Use Chart, included in the paper, provides a framework for thorough analysis of innovation use describing in detail typical user behaviors at each level. Brief examples of application of use of the LoU Chart are included in the article.

Published in the Spring 1975 issue of Journal of Teacher Education

This paper is available from the Communication Services Division of the Research and Development Center for Teacher Education, Education Annex 3.205, The University of Texas at Austin, 78712. It may be purchased for $3.29 to cover reproduction, handling, and postage, payable in advance or billed on your institutional purchase order.

Hall, G. E.
Rutherford, W. L.

CONCERNS OF TEACHERS ABOUT IMPLEMENTING FACULTY TEAMING

Paper presented at the annual meeting of the American Educational Research Association, Washington, D. C., April 1975

In recent years, innovations have been introduced in schools at a staggering rate. Many of these innovations have failed or succeeded only partially and usually with no clear reason of why this has happened. One variable that is hypothesized to be important in studying and facilitating innovation implementation is the concerns of innovation users. In this study, the concerns of 411 teachers representing a stratified sample according to years of experience with teaming were assessed. The findings support the hypothesis that Stages of Concern About the Innovation as defined in the Concerns-Based Adoption Model do exist for teachers adopting teaming. The Stages of Concerns were then related to years of experience with teaming in order to identify and explore apparent relationships. One finding is that teachers who are not yet teaming have much more intense concerns about the substance of the innovation and its effects on themselves than are their concerns about the effects of teaming on pupils.

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Hall, G. E.
Wallace, R. C., Jr.
Dossett, W. F.

A DEVELOPMENTAL CONCEPTUALIZATION OF THE ADOPTION PROCESS WITHIN EDUCATIONAL INSTITUTIONS

Austin, Texas: Research and Development Center for Teacher Education, University of Texas, 1973

This paper addresses the failure of educational innovations of the 60's to achieve widespread adoption, suggests reasons for this failure, and proposes a possible solution in the form of the Concerns-Based Adoption Model (CBAM). CBAM outlines the process by which an institution successfully integrates an innovation into its functional structure. After noting CBAM's relationship to Havelock's concept of "linkage" and to Fuller's concerns research, the authors describe their model, its component systems, the interaction of these systems, and the consideration of adopter concerns which characterizes this interaction. They also discuss the role of the external change agent (or adoption agent), provide a case study of CBAM usage, and offer a list of questions for further research.

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Manning, B. A.

THE "TROUBLE SHOOTING" CHECKLISTS REVISITED: THE DEVELOPMENT OF NEW INNOVATION-FREE CHECKLISTS TO MEASURE CHANGE POTENTIAL IN HIGHER EDUCATIONAL AND SCHOOL-BASED SETTINGS

Paper presented at the annual meeting of the American Educational Research Association, Washington, April, 1975.

This paper describes the continued development of the "Trouble-Shooting Checklists." These checklists are based on change agent responses and are designed to be predictive of an institution's change potential for the adoption of innovations. The development and item analyses of two new instruments are described. Both new instruments are innovation-free; one applies to higher educational settings, while the other applies to school-based settings. As in the earlier, innovation-specific forms, the new forms are divided into distinct information areas and identify ideal and unacceptable situations for innovation adoption.

This paper is available after May 31, 1975, from the Communication Services Division of the Research and Development Center for Teacher Education, Education Annex 3.205, The University of Texas at Austin, 78712. It may be purchased for $3.29 to cover reproduction, handling, and postage, payable in advance or billed on your institutional purchase order.

Manning, B. A.

THE "TROUBLE-SHOOTING" CHECKLIST: A GUIDE FOR THE EDUCATIONAL CHANGE AGENT

Paper presented at the annual meeting of the American Educational Research Association, Chicago, April, 1974

This paper is based on "The 'Trouble-Shooting' Checklist: A Manual to Aid Educational Change Agents in the Prediction of Organizational Change Potential" and can be described in essentially the same manner as the manual. The review and conceptualization of the literature, focusing on predictive institutional variables which affect the adoption-diffusion process, has been updated and shortened. It is followed by a discussion of the TSC-A and TSC-B, two empirically developed, descriptive instruments based on the responses of six educational change agents and designed to predict an institution's potential for successful innovations adoption. The TSC-A applies to module-adopting institutions, and the TSC-B to institutions adopting an assessment battery with a counseling orientation. Both identify, for five information areas, ideal, marginally acceptable, and unacceptable conditions for innovation adoption. The checklists are followed by guidelines for the change agent and predictions of event sequences for each of the ideal, marginal, and unacceptable score ranges.

This paper is available from the Communication Services Division of the Research and Development Center for Teacher Education, Education Annex 3.205, The University of Texas at Austin, 78712. It may be purchased for $3.29 to cover reproduction, handling, and postage, payable in advance or billed on your institutional purchase order. This paper is a condensed version of "The 'Trouble-Shooting' Checklist" manual. Interested persons should purchase the manual which offers more detail.

Manning, B. A.

THE "TROUBLE-SHOOTING" CHECKLIST: A MANUAL TO AID EDUCATIONAL CHANGE AGENTS IN THE PREDICTION OF ORGANIZATIONAL CHANGE POTENTIAL

Austin, Texas: Research and Development Center for Teacher Education, University of Texas, 1973

This manual includes a selective review and conceptualization of the adoption and diffusion literature as it relates to predicting institutional change. This review and conceptualization leads directly into the development of two "trouble-shooting" checklists. The "trouble-shooting" checklists are empirically developed, descriptive instruments based on the responses of six educational change agents and designed to enable an agent to predict a given institution's chances of success in adopting innovations. One checklist focuses on module-adopting institutions, and the other on institutions which have adopted an assessment battery combined with a personal counseling orientation. The TSC presents a set of five information areas for these two types of innovations and identifies for each the ideal situation for successful adoption and installation of innovations, the marginally acceptable, and the unacceptable situations. The checklists are followed by guidelines for the change agent and prediction of event sequences for each of the ideal, marginal and unacceptable score ranges.

This paper is available from the Communication Services Division of the Research and Development Center for Teacher Education, Education Annex 3.205, The University of Texas at Austin, 78712. It may be purchased for $6.58 to cover reproduction, handling, and postage, payable in advance or billed on your institutional purchase order.

Wallace, R. C., Jr.

EACH HIS OWN MAN: THE ROLE OF ADOPTION AGENTS IN THE IMPLEMENTATION OF PERSONALIZED TEACHER EDUCATION

Austin, Texas: Research and Development Center for Teacher Education, University of Texas, 1973

This paper, one in a series of case studies dealing with the adoption of Personalized Teacher Education (PTE) programs, focuses on the role of the adoption agent. After defining this role and outlining methods used to interview adoption agents, the author describes each of the six agents in terms of personality and leadership style. He concludes that an adoption agent must, above all, "know himself" in order to be effective. The experience of each adoption agent is used to generate specific, practical guidelines for successful innovation adoption. The paper concludes with a comparison of the PTE adoption process to that of Havelock, showing differences between an innovation-free perspective (Havelock) and an innovation-specific view (PTE). The role of Havelock's change agent, whose concerns are with organization development, is contrasted with that of the adoption agent, whose concerns are with effective use of a specific innovation.

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